

THE GULL'S EGGS

Activity Book and Teaching Guide

By Rachel Espinosa • Illustrated by Dina Bandhu Dasa

This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from www.standards.dfes.gov.uk or www.teachernet.gov.uk/publications; email: dfes@prolog.uk.com; phone: +44 (0)845-60-222-60

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1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

CVCC words; /or/ sound for ar (in war)

The words *fast*, *last*, *past*, *ask*, *task*, and *mask* have alternative pronunciations according to various areas in the world and may not “fit” the sound patterns in the word families. Discuss the meaning of unfamiliar words first before teaching how to read them. Note that *wind* refers to blowing air and has a short /i/ sound. It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Introducing CVCC words

Display *tent* on a board or on paper. Cover the final consonant and sound-talk and blend the first three letters, “/t-e-n/ *ten*.” Ask the children to do the same. Sound-talk the word again, “/t-e-n/,” and as you say the /n/, reveal the final consonant and say “/t/ *tent*.” Repeat sound-talking the whole word, this time with the children joining in. Continue with other CVCC words that contain a CVC word (e.g. *men*[d], *pan*[t], *win*[d], *ran*[ch]).

For the words ending with *nk*, the sound of the

n changes from /n/ to /ng/ when adding *k*. For example, *pin* is /p-i-n/ while *pink* is /p-i-ng-k/, and *ran* is /r-a-n/ while *rank* is /r-a-ng-k/.

When all words in the families containing a CVC word have been used, work through each of the word families using sound-talk. If a child needs assistance on a particular word, try covering the last letter or letter group in the word until the child can confidently blend the first CVC sounds in the word.

Inductive Whole-word Phonics

Go through the word families first reading down the columns, then across the columns. You can play the memory game: photocopy the words in the word family twice and cut each word out, you may need to back the words with a card so that the children can't read the words from the backside. Children turn over two cards at a time. If they match, they keep both cards. If they don't, they turn the cards face down again and it's someone else's turn.

Word families

fast	lost	ant	hint
last	cost	pant	mint
past	just	pants	tint
nest	dust	bent	hunt
best	gust	dent	burnt
pest	must	lent	paint
rest	rust	rent	
test	lust	sent	
vest		tent	
west	toast	went	
chest	roast		
forest	boost		
fist			
list			
mist			

Word families

and	end	wind
hand	bend	windmill
sand	mend	fond
band	send	pond
land	tend	pondweed
sandpit		under
sandwich		

bank	sink	bunk	raft	act
Hank	link	dunk	left	fact
rank	pink	hunk	gift	next
sank	wink	junk	lift	sixth
tank	think	sunk	sift	it's
yank			shift	kept
thank				wept
				theft

Word families

yelp
help
helpdesk

gulp



felt
belt
melt
shelter

held

elf
self

silk
milk

children

ranch

bench

inch
pinch

bunch
lunch
punch



ask
task
mask

desk
helpdesk

dusk
husk
tusk

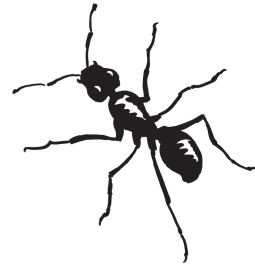
lamp
camp
damp
champ
shampoo

imp
limp
chimp
chimpanzee

hump
jump
lump
pump
thump
bump

Match words to pictures

hand



pond



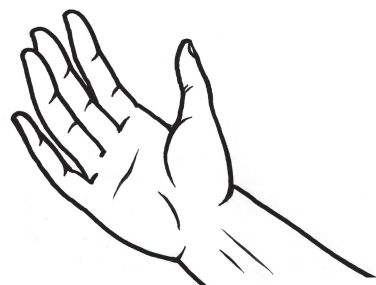
ant



tent



mask



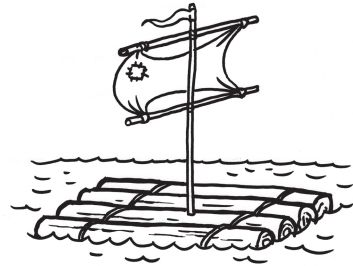
NOTES FOR PARENTS AND TEACHERS: Have the children read the words, using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.

Match words to pictures

tusk



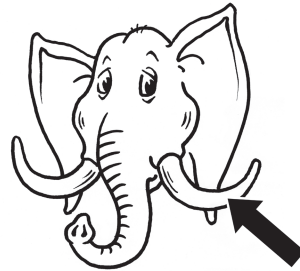
raft



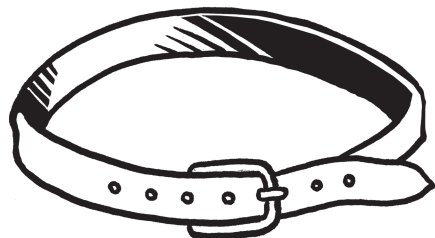
gift



belt



milk



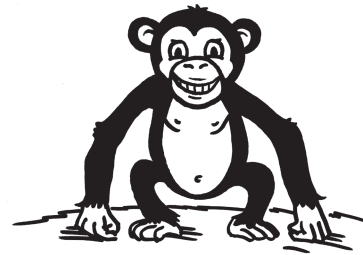
NOTES FOR PARENTS AND TEACHERS: Have the children read the words, using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.

Match words to pictures

lamp



fist



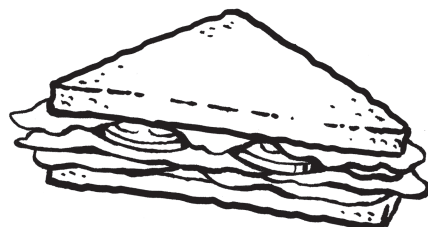
vest



sandwich



chimpanzee



NOTES FOR PARENTS AND TEACHERS: Have the children read the words, using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.

Write the missing letter or letter group

d t k ch



ben _____



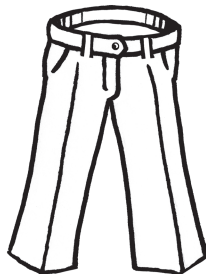
pain _____



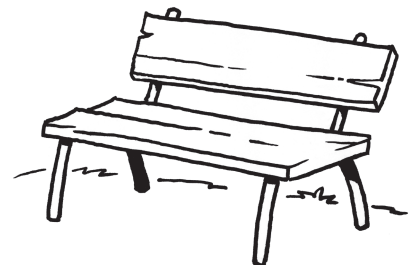
win _____



ten _____



pan _____



ben _____

NOTES FOR PARENTS AND TEACHERS: Have children describe or name all the pictures. Then have the children fill in the missing letter groups to complete the word which describes the picture. Help as needed. Finally, ask the children to read the words without the missing letter, and then again after the letter is added. Discuss the change in meaning. (For example, *win/wink*) Note that we generally say *pants* rather than *pant*, so you might want children to add two letters to *pan*.

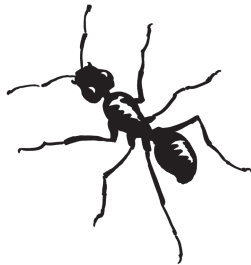
Mark the phrase that matches the picture



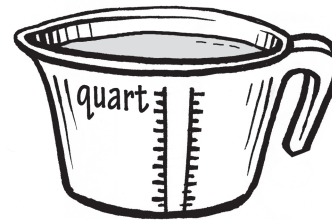
- ☐ the best lamp
- ☐ the damp limp



- ☐ a sink pest
- ☐ a silk vest



- ☐ a fast ant
- ☐ a felt act



- ☐ a quart of milk
- ☐ a war of melt



- ☐ the left lift
- ☐ the last gift



- ☐ the shelter
- ☐ the shampoo

NOTES FOR PARENTS AND TEACHERS: Have the children mark the box next to the phrase or caption that best describes the picture.

Match sentences to pictures

Hank sank the raft.



The children can jump.



The nest fell in the sand.



Jagannath has a mask.



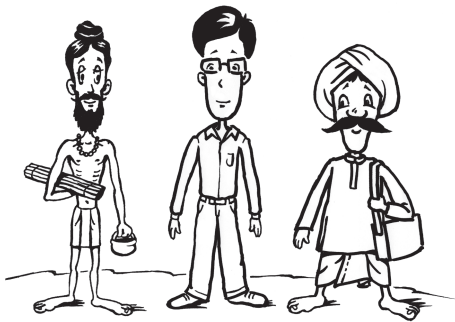
The ranch has a windmill.



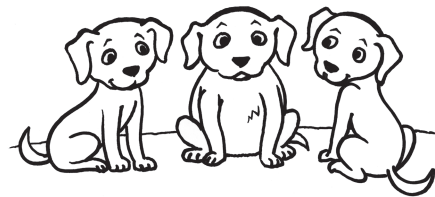
NOTES FOR PARENTS AND TEACHERS: Children should read each sentence, using spell-say or sound-say. Ask them to describe the pictures, and then draw lines to match sentences to pictures.

Adding -est to words

NOTES FOR PARENTS AND TEACHERS: Show the letter group *est*. Talk about how we compare two things with the letters *-er*, such as *tall* and *taller*. Then ask how we compare three things. Draw three figures on the board or on paper, with varying heights. Ask the children to talk about how we would describe them (short, shorter, shortest, tall, taller, tallest). Ask the children to give oral sentences using a word that ends in *-est*. You may have to model this first. Then ask children to read the words on this page and to point to the picture that shows the word that ends in *-est*. They can then circle the part of the picture that shows the person, animal, or object that is thinnest, fattest, etc.



thin thinnest



fat fattest



big biggest



short shortest



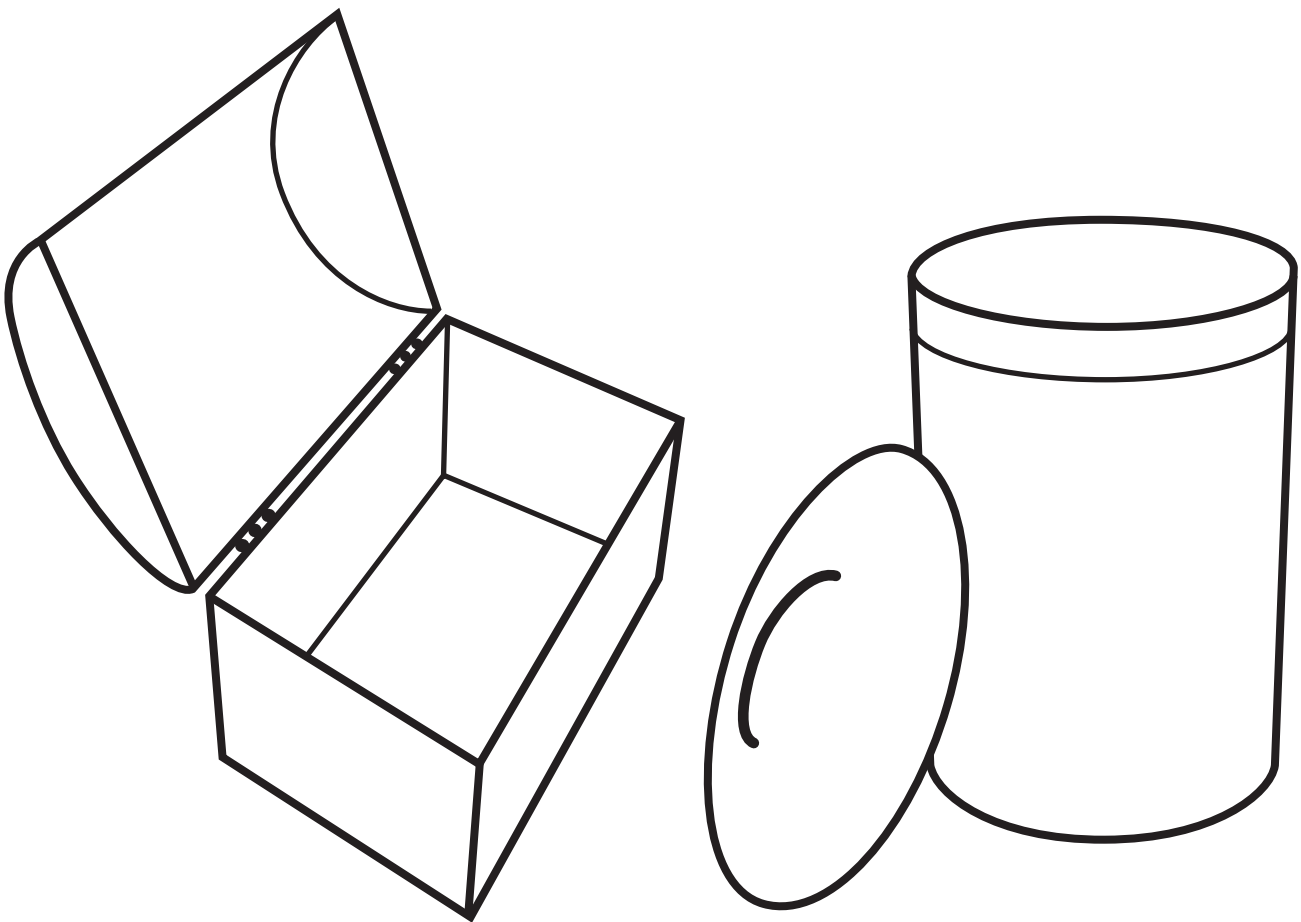
full fullest



tall tallest

Sort the real words from the nonsense words

toast shing faith boost chack
thing lightning theesh thaiver
punch teeth zight jighting shock



NOTES FOR PARENTS AND TEACHERS: Photocopy the page and cut out each of the words on the top of this page. Have the children sort the words according to whether they make sense or not. Have the children stick or paste nonsense words in the rubbish bin. Words that make sense are to be stuck or pasted on the treasure chest.

If you don't want to photocopy the page the children can draw lines from the words to the appropriate place. They can write the real words in the treasure chest, but do not have them write the nonsense words.

Tricky words: were, water

NOTES FOR PARENTS AND TEACHERS: Say the word *were*, and ask the children to suggest oral sentences using the word *were*. You can model some also. Then write some simple sentences using known words with *were* such as: "They were waiting on the porch." "They were napping." Repeat for the word *water*. Sample sentences: "The water is boiling hot." "This water is for washing." Then ask the children to read the words, phrases, and sentences on this page independently and discuss the meaning.



They were warm
in the winter night.



They were waiting
in the rain.



water



A cup of water.



They were in
the water.

Unscramble the words

next

mint

just

fact

must

going

went

gulp

think

champ

lupg

thnik

mchap

tnex

fatc

ujst

msut

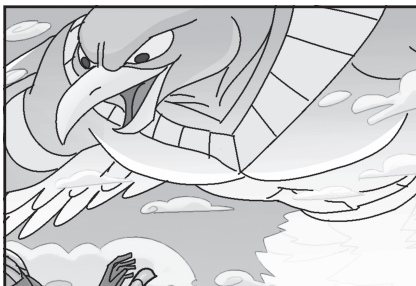
tenw

tmin

ingog

NOTES FOR PARENTS AND TEACHERS: Have the children unscramble the letters to make a word. If necessary, first make the scrambled words from magnetic letters and have the children rearrange them to form the words in the top box. The children can then write the correct words.

Interest word: Garuda



Garuda



Garuda

NOTES FOR PARENTS AND TEACHERS: The interest word *Garuda* is taught as a sight word. Explain that Garuda is Lord Visnus's carrier. Find pictures of Garuda in *The Gull's Eggs* and point out to the children the name in the text. Ask the children to talk about what they know about Garuda. You might be able to get pictures of Garuda as he is shown in various parts of the world.

Circle or write the correct word to complete the sentence



A gust of _____
bumped the tent.

wind windmill were



We will cook lunch if the
_____ has gas.

rank tank test



The children _____
into the water.

jump bumped next



I must run _____ to
win.

desk best fast

NOTES FOR PARENTS AND TEACHERS: Ask the children to read the first sentence and look at the picture. Then have them read the three words under the sentence and ask which one makes sense. Have them circle the right word or write it in the blank space. If possible, the children should complete the rest of the page independently.

Mark the correct word to complete the sentence

You can ask for
help at the

☐ helpdesk.

☐ pondweed.

You can fill the pot
with water at the

☐ thump.

☐ pump.

For lunch I will ask
for a

☐ sandwich.

☐ sandpit.

At dusk the sun can
look

☐ think.

☐ pink.

They were camping.
They needed a

☐ sent.

☐ tent.

The milk needs to
be kept

☐ warm.

☐ warn.

NOTES FOR PARENTS AND TEACHERS: The children should choose the correct word to complete the sentence by putting a mark in the box next to the word.

Mark the sentence that matches the picture



- ☐ The poor man had warm toast.
- ☐ I have lost my silk vest.



- ☐ He picks up the junk from the sand.
- ☐ The belt is in his hand.



- ☐ “Help! I am in pain!” he wept.
- ☐ Melt butter in a warm pan.



- ☐ The children gulp down the water.
- ☐ I think we are next.

NOTES FOR PARENTS AND TEACHERS: Have the children read the sentences, using sound-say or spell-say. Ask the children to mark the box next to the sentence that best describes the picture.

CREATING THE ATMOSPHERE

Ask the children if they have ever done something difficult. Discuss the children's experiences. Ask the children how they felt before they started, during the activity and when it was complete. Did they ask for help, did they pray, did they give up, and so forth. Ask the children if they've heard of Garuda or of a personality of the water, and to share what they know.

INTRODUCING THE BOOK

Look at the cover. Have the children read the title. Read the back cover blurb and ask the children to predict what the story might be about. "What kind of bird is this?" (seagull) "What is she doing?" (sitting on a nest) "How does she feel? Where is her nest?" Explain that this story is usually told about a different bird, a sparrow, but that this story uses a gull because we know how to read the word "gull" but not the word "sparrow" at this point.

Go through the book, discussing illustrations and text:

pp. 2-3: "What is the gull doing in the picture? Do you think she might be sitting on something? What might she be sitting on?" (Prompt for "eggs.") Read together: "She sat on them to keep them warm."

pp. 4-5: "What do you think the picture is telling us here?" (There are baby gulls in the eggs.) Ask the children to find the word *children* in the text.

pp. 6-7: Point to the word *bumped* and ask the children to read it. Say, "Look at the eggs, and look at the gull's face. What has happened, and how is the gull feeling?"

pp. 8-9: Ask the children to read the page with you. Briefly mention the exclamation marks and ask them to read again with expression. Discuss why the gull might be saying "Oh, no!"

pp. 10-11: "Where have the eggs landed?" (Prompt for "on the sand.") Have the children find the word *sand* in the text. "Quickly read the page and see if you can find out who the big blue person is that we can see in the picture." (Prompt for "the water.") "Yes the water says he can get the eggs."

p. 12: Have the children read the final word. (lost) "Who or what is lost?" (eggs, children)

p. 13: Pointing to the question mark, ask, "What is this called?" Have the children read the question, "What is the gull doing to get her children back?"

p. 14: "What is different about this word?" (Point to "help.") Discuss why the text is printed in bold. Read the word with expression and volume.

p. 15: Discuss the illustration. Have the children find and say the word that is printed three times on the page.

pp. 16-17: "Who is this huge eagle? Did they mention his name in the blurb?" (Prompt for "Garuda.") Have the children find the name *Garuda* on the page. "There are two words on these pages written in bold letters. Can you find them and read them out loud?" (I, gulp) "What is happening?"

pp. 18-19: Discuss the illustration. Ask the children to read the word that is written in bold, loudly.

p. 20: Discuss the illustration focusing on the expressions and body language of the characters. "The gull now has her children. Can you find the word *children* on this page?"

QUICK REVIEW OF WORDS

It is best if the children have completed all the activities in the book up to this point. Quickly review the word families on page 2. Review the names *Garuda* and the words *stop*, *water* and *were*.

READING THE BOOK

Choose one of the following three methods to read the book:

Synthetic Phonics

First read each page and then have the children repeat, using the sounds of the letters or letter groups being taught, reading as follows: “The /g-uh-l-z/ gull’s /e-g-z/ eggs.” The children should then repeat the same way. Only sound-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be sound-said. After reading a page with sound-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Inductive Whole-word Phonics

First read each page and then have the children repeat, using the letter names (not the sounds of the letters) being taught, reading as follows: “The g-u-l-l-s gull’s e-g-g-s eggs.” The children should then repeat the same way. Only spell-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be spell-said. After reading a page with spell-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Guided Reading

The children read every one or two pages at a time to themselves. If the child reads correctly, give specific praise, such as, “You figured out *water*. How did you know what that word was?” Check that the children read without pointing. Ask the child at various points in the story to predict what he or she thinks might happen next. If a child stumbles over a word or reads it incorrectly, give help through referring to the word’s letter names, phonemes (letter sounds), the pictures, or to what has already happened in the story or on the page. You can also refer to the list of word families in this book to help the child figure out a word.

AFTER READING THE BOOK, RETURNING TO THE TEXT

Word review exercise

Ask the children to write a list of 10 words from the book. Have the children swap lists with a partner and find the words on their partner’s list. Have them record how often each word appears.

How does the character feel exercise

Show page 3 and think aloud about how you decide how the bird might be feeling. Say, “How might this gull be feeling?” And then answer the question out loud by referring to the words and/or the pictures, or to how the story is progressing. For example, you could say, “Maybe she is feeling

joyous. In the illustrations she has a big smile on her face. It says in the text that she is sitting on her eggs and that her children were in the eggs and she was keeping them warm. So she might be joyously looking after her babies who she expects to meet soon.”

Have each child pick a page and describe (to the adult or to a partner) what one of the characters is feeling and how that decision was reached (using specific examples from the words, pictures, or story flow). Encourage children to use words other than happy and sad.

Keystone words exercise

Remind the children that in different books, or on different pages in a book, certain words are very important. Ask children to say what word is most important on page 14 (*help*) and to discuss why (because it is what the gull wants and needs). Find other keystone words on other pages in the book.

Thought pictures exercise

Show the children the text on pages 16. You can also write the text on the board or a piece of paper. Explain to the children that on this page, Garuda, Lord Visnu's great and wonderful carrier appears and speaks for the first time. Explain to the children how you make pictures in your mind when you read, like having a video in your mind. Ask the children to pretend there is no picture in the book, make a thought picture from that sentence, and share it with a partner.

Finding answers exercise

Model for the children how to find an answer by looking in the text. Ask the question, "What are in the eggs?" and then both show and explain how you use the book to get the answer from both the picture and text. For example, you could say, "On page 4 I can see in the illustration that there are baby gulls in the eggs. I can also read on page 5 that the gull's children are in the eggs and that they are not yet born."

Have the children find answers to the following questions, and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all children answer all questions. For the inferential questions, there is no "right" answer, and what is most important is for children to

explain their process and reasoning based on the book.

Fact questions

- ♦ Why did the gull sit on her eggs? (to keep them warm)
- ♦ What bumped the nest? (a big wind)
- ♦ Who took the eggs from the sand? (the water)
- ♦ Who came to help? (Garuda)

Inferential questions

- ♦ Why did the water take the eggs?
- ♦ How did Garuda know the gull needed help?
- ♦ Could Garuda drink all the water?
- ♦ What was the gull doing when the wind bumped her nest?

Each child should now read the book out loud with fluency and expression. If needed, model this first.

FURTHER ACTIVITIES

Water interview: Ask the children to think of questions to ask the water. (For example, "Why did he take the gull's eggs? Why didn't he give them back when the gull asked for help? How did he feel when he first saw Garuda? Why did he give the eggs back in the end? What did he do after he gave the eggs back?") Model "hot-seating," by assuming the role of the water, and answer the children's questions. With practice, a child may be able to take on this role.

Find and read other stories relating to Garuda. You can also study about seagulls—where they live, where and how they build their nests, how many eggs they lay, how long the eggs take to hatch, how long it takes babies to grow up, what they eat, what their role is in the eco-system, etc.

The gull had eggs in her

☐ test

☐ nest

Her _____ were in the
eggs.

☐ melting

☐ children

The _____ bumped the
nest.

☐ wind

☐ pond

The _____ took the eggs.

☐ went

☐ water

“I will _____ you,” said
Garuda.

☐ yelp

☐ help

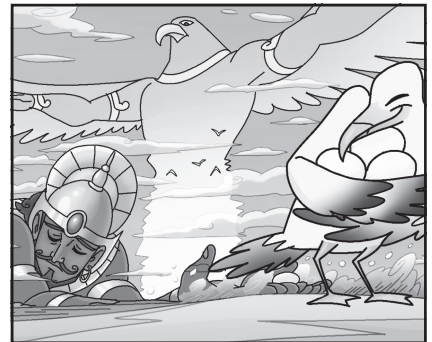
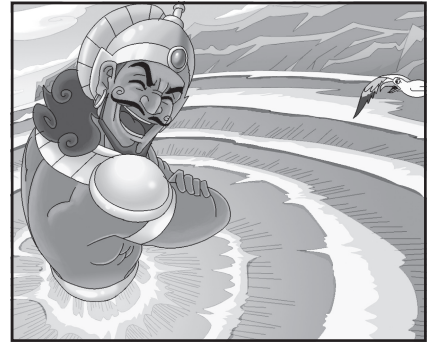
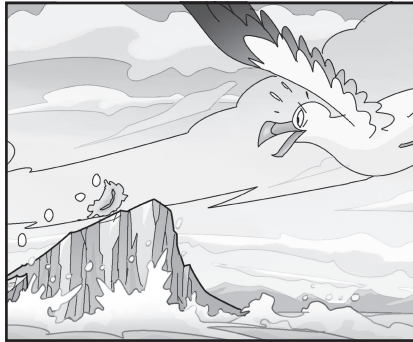
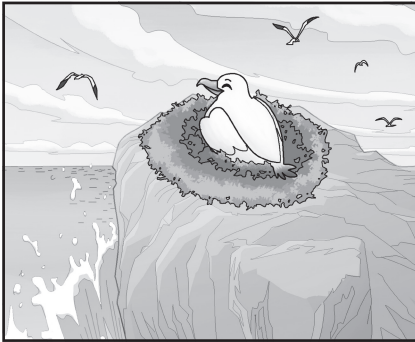
“I will _____ the gull her
children.”

☐ sand

☐ hand

NOTES FOR PARENTS AND TEACHERS: The children should read the sentences using sound-say or spell-say as needed. Then they should read the two words and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can mark the box next to the word that goes in the blank. It is best if children can do this without referring to the book, though they can look in the book if they are struggling.

Match subjects to predicates



She sat on them

It bumped

Then the water took

I will sip the water

“Help!”

I will hand the gull

the nest.

the eggs.

said the gull.

to keep them warm.

until I can see the eggs.

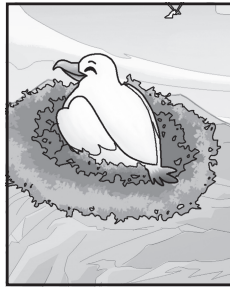
her children.

NOTES FOR PARENTS AND TEACHERS: Children should read the subjects on the left side and the predicates on the right side and then draw a line to match subjects to the correct predicate. They can use the picture clues to help.

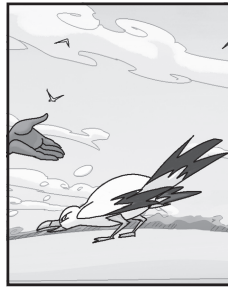
Write the word that fits the clues



eggs



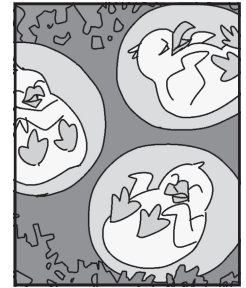
nest



sand



water



children

The gull had them in her nest. _____

The children were in them. _____

They were in the eggs. _____

They were not yet born. _____

It took the eggs. _____

The gull sipped it. _____

The eggs fell in it. _____

It was next to the water. _____

The wind bumped it. _____

The eggs were in it. _____

NOTES FOR PARENTS AND TEACHERS: Use the picture clues to find out what word makes both sentences true. Have the children write the word on the line provided. You can also photocopy the words and have the children paste or glue them on the lines.

The book is called

The best part of the book:

My Art

NOTES FOR PARENTS AND TEACHERS: Have the children write the name of the book and their favorite part. Have them draw a picture of their favorite part of the book. They may refer to the word families for help in spelling. If the children cannot do this activity independently at all, they may refer to the story book.